Work Group Meeting Record

Advisory Council
X **Work Group:** Networks

Meeting #: _1_   **Date:** 02/20/08

Members in Attendance: Dave Banno, Howard Dooley, Angela Downing, Gayle Dzekevich, Mary Lou Gentz, Jolene Hamil-Cole, Sharon Hoffman, Fred MacDonald, Bernice Morris, William Morrissette, Karisa Tashjian; Debbie Anthes, Johan Uvin.

Chair(s)/Co-Chairs: Bernice Morris and Howard Dooley.

TOPICS AND DELIVERABLES

	Topics	Related Deliverable	Related Timeline
1	Welcome and Introductions	N/A	N/A
2.	Review of Notes of Prior Meeting	N/A	N/A
3.	Overview of Trade Winds Initiative	N/A	N/A
4.	Charge of the Work Groups	See Handout	See Handout
5.	Roles and Responsibilities	Co-chairs identified Note taking and posting roles clarified	Immediate
6.	Discussion	Get initial thoughts from group Initial definition of network	Immediate
7.	Summary of Next Steps	At next meeting finish discussion re: network definition.	Establish working definition by end of next meeting (3 March)
8.	Meeting Feedback	None	N/A
9.	Next Meeting Date	Wednesday, 3 March 3 – 5 pm	N/A

KEY DISCUSSION POINTS

▪ **Welcome and Introductions** 　- Members of Work Group introduced themselves by name and agency.
▪ **Review of notes from prior meeting** 　- N/A
▪ **Overview of Trade Winds Initiative** 　- Johan gave an overview using the enclosed handout as a reference.

▪ **Charge of the Work groups** - Johan gave an overview using the enclosed handout as a reference.	

▪ **Roles and Responsibilities**
   - Bernice and Howard stepped forward as co-chairs.
   - Angela will take notes during Meeting #2
   - Note taking responsibilities will rotate.
   - Note taker sends draft to co-chairs and Johan. Upon approval, note taker works with Sonya to post the notes on the website..

▪ **Discussion**
   - Members asked clarification questions.
   - Members shared their hopes and fears. <u>Key fears</u> included loss of agency uniqueness/identity, use of a deficiency mindset instead of an asset mindset; resource concerns, lack of clarity re: accountability, workload and time frame, how networks will affect ability to be accountable to funders outside of RIDE. <u>Key hopes</u> articulated included creating more access, building upon agency strengths, learning from others who have completed a similar initiative such as libraries, colleges, youth center and ensuring a continuum of services for participants in all areas.
   - Johan clarified that his approach is to hold individual agencies harmless in a network environment subject to availability of funds and satisfactory performance.
   - Group reached consensus around using a strength-based view of agencies.
   - Network definitions were explored.

▪ **Summary of Next Steps**   - At next meeting finish discussion re: network definition.
▪ **Meeting Feedback**   - None was elicited formally or explicitly.

RECOMMENDATIONS

Recommendations	Consensus (Yes/No)	Lists Multiple Points of View
1. Define network first. Begin with geography.	YES	Geographic definition Service-based definition (e.g., ESL network) Uniqueness/strengths of agencies Combination
2. Examine other networks such as library network, youth center network, Blackstone Valley Adult Education Network, RIRAL, Education Exchange, etc.	YES	

Next Meeting Date: March 12, 2008 at 3:00 p.m. in Cranston at Cranston Alternate Education.

Reflection/Evaluation: No specific feedback was elicited.

TRADE WINDS INITIATIVE

WINTER 2008

"Learning from and Building on What Others Have Done to Propel Quality and Outcomes in Adult Education in Rhode Island"
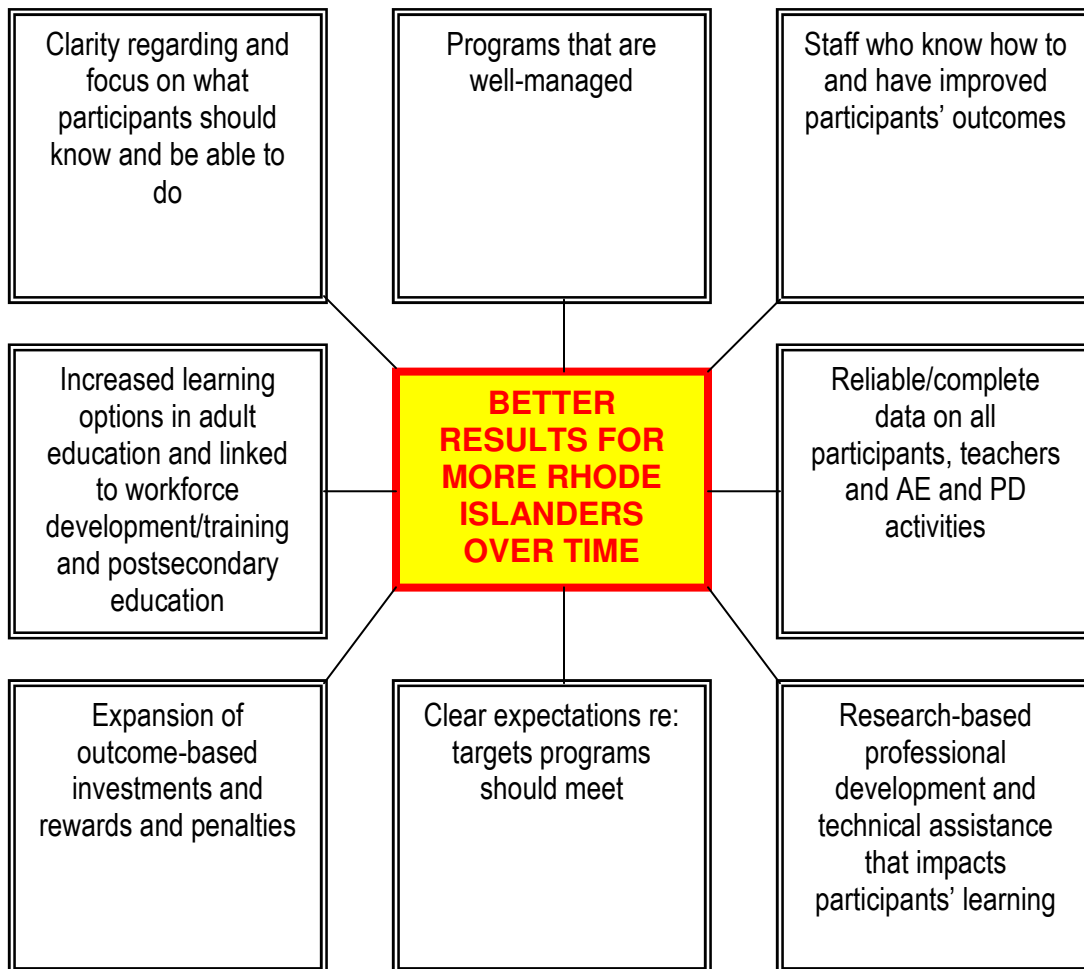
QUALITY FRAMEWORK

NATIONAL ADULT EDUCATION PROFESSIONAL DEVELOPMENT CONSORTIUM

TOWARD AN OUTCOME AND QUALITY FRAMEWORK

OFFICE OF ADULT AND CAREER AND TECHNICAL EDUCATION

Clarity regarding and focus on what participants should know and be able to do	Programs that are well-managed	Staff who know how to and have improved participants' outcomes
Increased learning options in adult education and linked to workforce development/training and postsecondary education	**BETTER RESULTS FOR MORE RHODE ISLANDERS OVER TIME**	Reliable/complete data on all participants, teachers and AE and PD activities
Expansion of outcome-based investments and rewards and penalties	Clear expectations re: targets programs should meet	Research-based professional development and technical assistance that impacts participants' learning

TRADEWINDS INITIATIVE

PROGRAM STANDARDS WORKING GROUP

Charge

Recommend a set of program standards, measures, and associated definitions and rubrics that address performance, quality, responsiveness, effectiveness, and innovation. These standards must incorporate RIDE's current performance review measures. The work group should expand the number of performance standards to be included, add quantifiable/measurable quality standards drawing on the Draft Program Quality Indicators, and propose candidates for responsiveness, effectiveness/impact, and innovation/integration standards or provide a justification as to why these responsiveness, effectiveness/impact, and innovation/integration standards would not be desirable.

The standards and measures will be used to conduct regular desk and onsite reviews of programs. They will be incorporated into CALIS. They might/will be considered as the basis for future funding or as components of an outcome-based funding model.

RIDE suggests keeping the number of standards manageable (i.e., no more than 10). RIDE would further like to see that at least half of the standards are performance standards and up to half quality and other standards.

Deliverables

RIDE expects recommendations by April 30, 2008 that answer the following questions:
- What standards and measures should be used and why?
- How should they be used?
- What role should the assessment of programs relative to the standards play in funding decisions?
- What funding formula for performance-based funding based on the program standards should be used?
- What timeline for transition from current to new funding formula models would be ideal? and timelines?

These recommendations can be submitted in narrative form and/or in slideshow form. The Work Group will present its recommendations to the Advisory Council, to the Director and Office of Adult Education, to the Adult Literacy Subcommittee of the Governor's Workforce Board, and to Program Directors at the Leadership Institute for discussion. RIDE will review all input and determine what standards will be used when, how, and for what purpose based on the recommendations and input received.

Process

RIDE believes that up to 6 90-minute working sessions might be required in the four-month period of work. RIDE will provide logistical and research support where needed but the chair of the Working Group will be responsible for agenda setting, meeting facilitation, and note taking and posting of notes on RIDE website (in conjunction with Sonya Barbosa) using RIDE's Working Group Meeting Record template.

Each Working Group will begin its work by reviewing a RIDE "catalyst document." This document captures RIDE's initial positioning and/or current RI practice, available research, and promising or effective practices

from other states. Working Groups can edit or refine the document but they cannot dismiss it entirely and thoughtful consideration and debate of the catalyst document is required.

CATALYST DOCUMENTS PROGRAM STANDARDS WORK GROUP

The catalyst for the Programs Standards Work Group discussion consists of 3 sources: (1) MPR's recent study on performance-based funding in adult education, (2) Kansas' program standards, and (3) the template below.

Program Standard #1: Participants in the program represent the adult education target population of the service area or region including those who have attained 16 years of age; are not enrolled or required to be enrolled in secondary school under State law; and lack sufficient mastery of basic educational skills to enable individuals to function effectively in society *and/or the workplace*;[1] do not have a secondary school diploma or its equivalent level of education; or are unable to speak, read, or write the English language. It is also clear that participants in the program include those members of the target population in the service area or region most-in-need/hardest to serve [Adult Education and Family Literacy Act, Section 231 (e)(12), (e)(2), and (e)(3).

Measure 1

Points	Level	Rubric/Criteria
	HIGH	
	MEDIUM	
	LOW	
	N/A	

Justification
- Compliance with AEFLA.
- Assessment of program capacity to reach target population and hardest-to-serve within it.

Definitions:

Notes:

Measure 2

Points	Level	Rubric/Criteria
	HIGH	
	MEDIUM	
	LOW	
	N/A	

Justification
- Compliance with AEFLA.
- Assessment of program capacity to reach target population and hardest-to-serve within it.

Definitions:

Notes:

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[1] The phrase in italics "and/or the workplace" was added by the State. This phrase is NOT in the federal statute.

NETWORKS WORK GROUP

Charge

Recommend a set of requirements and guidelines for adult education networks. RIDE by FY10 will launch RI ALN, the Rhode Island Adult Learning Network, a single outcome-driven delivery system of learning opportunities for adults. This system will be branded statewide (i.e., will have its own name, logo, and signs). The system will consist of 10-12 networks made up of the agencies currently providing adult education services. Each network will operate one full-service center as part of RIALN and will have satellite sites to ensure access to learning opportunities across the state. The RIALN and all of its networks and sites will standardize program administration and service delivery whenever and wherever possible.

Process

RIDE believes that up to 6 90-minute working sessions might be required in the four-month period of work. At the end of that period, RIDE will determine whether additional sessions are needed. RIDE will provide logistical and research support where needed but the chair of the Working Group will be responsible for agenda setting, meeting facilitation, and note taking and posting of notes on RIDE website (in conjunction with Sonya Barbosa) using RIDE's Working Group Meeting Record template.

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CATALYST DOCUMENTS NETWORKS WORK GROUP

RIDE by FY10 will launch RI ALN, the Rhode Island Adult Learning Network, a single outcome-driven delivery system of learning opportunities for adults. This system will be branded statewide (i.e., will have its own name, logo, and signs). The system will consist of 10-12 networks made up of the agencies currently providing adult education services. Providence will have multiple networks. Each network will:

- operate one full-service center as part of RIALN including (1) sequences of classroom instruction in ABE, ASE, ESOL, and TTC during the day, evening, and weekend, (2) staff-assisted opportunities for web-enabled learning at both traditional and nontraditional hours, (3) one-on-one or small group tutoring arrangements, and (4) linkages with workforce development services.

- have satellite sites to ensure access to learning opportunities across the state.

- have standardized program administration and service delivery whenever and wherever possible.

- identify functions that can be centralized/consolidate and centralize both programmatic and administrative functions to reduce costs and increase consistency.

- put in place and manage a network wide waiting list.

- develop an interagency roles and responsibilities chart for the network.

- develop consensus re: options for organizational structure.

- develop consensus re: staffing qualifications, compensation, professional development supports guided by work of other relevant work groups, etc. if desirable.

- develop consensus and subsequently MOU template for partnerships with community and workforce development partners (OSCCs, Industry Partnerships, Skill Up Rhode Island, the 10 career and technical regions and centers within them, etc.)

- define role of One Stop Career Centers and Youth Centers within them and specify which functions could be performed by OSCCs on a FFS (fee-for-service) basis (e.g., proctor training and proctoring of tests).